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ABSTRACT

The guide is one of a series of 10 units composing an orientation to the world of work course designed especially for disadvantaged and handicapped students in the ninth and tenth grades. It is designed to provide basic and remedial instruction in personal development, math, and language skills while providing information and skills basic or common to employment in all occupations. Topics treated in the course are: (1) workers in society, (2) production and distribution of goods and services, (3) consumption of goods and services, and (4) employment versus unemployment. On completion of the course the student will be able to interpret the production of goods in our economy, analyze the relationship of money earned to purchasing power, and recognize factors affecting employment. Lesson plans present major and supporting concepts and specify performance objectives. Suggested resources are correlated to teaching-learning-evaluation strategies, which are subdivided to meet the separate needs of the disadvantaged and the handicapped. A resource section specifies sources and costs of audiovisual aids. The final section offers student materials which include a variety of supportive classroom materials. (MW)

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THE ROLE OF WORK IN OUR SOCIETY

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OCCUPATIONAL ORIENTATION & EXPLORATION

ORIENTATION TO THE WORLD OF WORK SERIES

PREPARED AND DISTRIBUTED BY
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FOR KENTUCKY

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ORIENTATION TO THE WORLD OF WORK UNIT

in

THE ROLE OF WORK IN OUR SOCIETY

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Introduction

This unit, "The Role of Work in Our Society," is one of the series of "Orientation to the World of Work" units designed for special vocational education teachers and other vocational teachers who have disadvantaged and handicapped students in their classes. There are nine other units in this series:

--Getting a Job
--How To Keep a Job
--Personal Development
--Occupational Safety
--Learning About Jobs
--Self-Appraisal for Employment
--Introduction to Orientation to the World of Work
--Taxes Affecting the Worker
--Handling Your Paycheck

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UNIT: THE ROLE OF WORK IN OUR SOCIETY

I. Rationale

Disadvantaged and handicapped students often have first-hand experience with the unpleasant effects of unemployment and underemployment. However, they do need to:

1. find a way out--learn about the many opportunities for work available and how to obtain the best standard of living possible with earnings made.
2. gain perspective--balance needs and wants in terms of employment and standard of living goals.
3. develop respect for the different levels of jobs in the world of work--see how the most menial (for they may hold it) supports the most respected.
4. find the will power to follow the path to advancement--keep trying when the "chips" are down.

A knowledge of "The Role of Work in Our Society" will help the student do this by:

1. providing a picture of the interdependence of industries, farms, and producers of raw materials.
2. showing that the production of goods and services within a particular enterprise requires the labors of different levels of workers, each dependent upon the other for the ultimate outcome of his work.
3. showing how to manage needs and wants to obtain a better standard of living.
4. educating about unemployment so that it can be avoided.

This unit will be of particular help to those students who come from homes dependent upon welfare, for it shows that our society needs its members to work to produce the goods and services needed and wanted. It will be of particular help to the handicapped confined to lower level jobs, for it will help them feel pride in the work they do.

Some or all of the unit may be omitted for students who have had or are taking courses in general business, economics, or consumer economics. An oral pretest of the class will help the teacher decide whether or not to include this unit in the course of study for "Orientation to the World of Work."

II. Subject Matter Outline

A. Workers in Society
   1. Types of Workers
   2. Benefits and Rewards of Work

B. Production and Distribution of Goods and Services
   1. Goods
   2. Services

C. Consumption of Goods and Services
   1. Needs vs. Wants
   2. Purchasing Power and Standard of Living

D. Employment vs. Unemployment
   1. Factors Affecting Employment
   2. Effects of Unemployment

III. Unit Objectives

The student will

A. Identify the types of workers and the rewards and benefits of work in our society.
B. Interpret the production of goods and services in our economy.
C. Analyze the relationship of money earned to power of purchase.
D. Recognize the effects of employment vs. unemployment.

IV. Suggested Interest Approach
(Select the most appropriate.)

A. Filmstrip: "Managing Your Money Series" No. 3.

B. Comparison of an employed person with an unemployed person

C. Skit describing the role of work in our society--Teacher prepared

D. Time test using a set of electrical wires. Have ready a piece of three- to five-inch electrical wire for each student. Time students while they separate the individual wires. Compare completion times and quality of work done. During discussion, point out:
(1) It takes some people longer to do a task than others.
(2) The fastest worker does not always produce quality work.
(3) Both basic production speed and a quality product are a must in industry.

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LESSON PLANS 3A

MAJOR CONCEPT: A. Workers in Society

SUPPORTING CONCEPTS:
1. Types of Workers
2. Benefits and Rewards of Work

PERFORMANCE OBJECTIVES: The student will

1. List ten different kinds of workers.
2. List two benefits of work and three rewards of work.

A: WORKERS IN SOCIETY 1: TYPES OF WORKERS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Interest Approach: Describe several different types of unskilled, semi-skilled or skilled workers. Identify each kind of worker described. Note to Teacher: Divide into groups. The following definitions may be used to identify skilled, semi-skilled and unskilled jobs. These are not to be used as a "rule of thumb" definition but as a guide to help understand the different levels of job opportunities in the "Exploration in the World of Work" units. Also keep in mind that many occupations may be classified in more than one category. "Skilled" workers must have a thorough knowledge of the work in which they will be involved and may be expected to make independent judgments and accept the responsibility for the care and keep of valuable equipment or products.	Clip pictures of different types of workers (skilled, semi-skilled, unskilled). Identify the different kinds of workers.	Student Material: "Job Descriptions," p. 36. (D/H) Book: No. 10. Service Station Operation and Management (D/H/T) Magazines

A: WORKERS IN SOCIETY 1: TYPES OF WORKERS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
"Semi-skilled" workers may receive brief on-the-job training. They are usually told exactly what to do and how to do it. Their work is closely supervised. They are expected to work at a fast and steady pace after a short training period. "Unskilled" workers are laborers in manual occupations which generally do not require any special training. Many of these jobs involve handling and moving materials. View a filmstrip which describes competencies for unskilled, semi-skilled, and skilled workers.	Same, except limit to unskilled and semi-skilled.	Filmstrip: No. 5. "Occupational Education" --"The School Cafeteria Worker" --"The Waitress" --"The Nurses Aide" No. 8. "The World of Work, Vocational Opportunities"
Define worker.	Same.	Student Material: "Definitions--Worker," p. 37
Resource person: Invite someone to discuss his work and role as a worker (i.e., how his job is related to, dependent upon, and in support of workers in the business when he is employed.) Evaluation: List ten different kinds of workers.	Same. Listen to a resource person discuss his work and role as a worker. Note to Teacher: Select a person the students know and respect. Evaluation: Role play five different kinds of workers.	Suggested Resource Person: --Student employed on a part-time job --Parent --Counselor

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View pictures of several different kinds of workers. Identify one thing they all have in common.	Same.	Suggested caption for pictures: "They ALL Work" Transparency Master: "Workers," p. 47
Research and discuss such factors as (1) What is work? (2) Who must work? For example: --heads of household --parents supporting families --children supporting infirmed parents --persons who wish to improve their standard of living --people who work for secondary reasons, such as to help others, for enjoyment, etc.		Books: No. 11. Succeeding in the World of Work No. 12. Teenagers At Work No. 13. They Work and Serve (D)
Evaluation: Explain the difference between work and the worker.	Evaluation: State orally the difference between work and the worker.	Student Material: "Definitions," Work, p. 37
Note to Teacher: Introduce the concept that there are many different ways in which people may work, such as the following: (1) With their hands (2) With their mind (3) With both their hands and mind	Same.	
Use current employment figures which illustrate that most people work.	Same. View a chart showing current employment figures which illustrate that most people work.	Suggested resources: --Economic Security Dept. --Employment Service --Unemployment Insurance Division

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Interview several workers or research magazines to answer the question, "why people work." Share results with class.	Listen to the results of interviews with several workers asking them why they work.	Suggested interviewees or types of persons to look for: --a mother and/or father --a housekeeper --a career person --a retired person who works --a wealthy person
Compile the results of the interviews of workers which illustrate most people work to earn money.	Same.	
Write down what would happen if people did not work. Read response to class and discuss.	Tell what would happen if people did not work.	
Brainstorm: Discuss the effects non-workers have on workers such as: --amount of tax dollars used for welfare assistance --increased dignity and self-reliance of the worker vs. lack of dignity and self-pity of the non-worker --work load of worker becomes too difficult and/or demanding --delay of the production of goods and services	Same.	
Point out the effects of a strike which keeps workers off the job.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
List things one would like to own. Note to Teacher: When complete, point out to the class how people get things they want--with dollars earned.	Same.	
Research and tell the basic reason some people can own certain things while other people cannot.	Same. Omit research.	Books: No. 2. Better Buymanship: Dollar Sense, ch. 3, 4 No. 1. Be Informed Series: No. 1a. Unit 14--Wise Buying No. 1b. Unit 16--Money No. 6. Money Management Booklet Library No. 6a. It's Your Credit--Manage It Wisely No. 6b. Reaching Your Financial Goals No. 11. Succeeding in the World of Work, ch. 9, 11
View charts which illustrate the relationship between training and dollars earned as it relates to skilled, semi-skilled and unskilled jobs.	Solve some mathematical problems which emphasize the relationship between training and dollars earned such as: Joe is working as a sacker in a local grocery at $1.70 per hour for 5 hours per week. Tom is working as an apprentice auto mechanic at $4.00 per hour for 5 hours per week at a local garage. Figure the salaries of both Joe and Tom. Explain the difference in salaries.	Transparency: "Training--Earnings," p. 48 Transparencies: "Economics in Business," p. 35

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Invite a parent to discuss that one works to provide for one's family.	Same. Note to Teacher: Stress the necessity to provide: --food --shelter --clothing --health --education --recreation	
Prepare a bulletin board which illustrates the benefits of work.	Same.	
Prepare a list of items needed by most families and the approximate cost of each.	Group activity: List, using a chart, items needed by most families and the approximate cost of each.	Poster Paper (H) Magic Markers (H)
Note to Teacher: Get a recording of a well-known individual in the community talking about the dignity of work.	View a filmstrip which discusses the satisfaction and material rewards of work.	Filmstrip: No. 9. "Why Work At All"
Listen to a reccrding describing the dignity of work.	Discuss such things as (1) Job satisfaction. (2) Material rewards of work. (3) Relationship of work to personal growth.	Books: No. 15. You Can Work in the Education Services. (D/H) No. 16. You Can Work in the Transportation Industry. (D/H)
Brainstorm: Discuss what people commonly think of people who do not work. Write a paragraph stating your own views of people who do not work.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		
DISADVANTAGED	HANDICAPPED	RESOURCES
View transparencies which depict a person who seems to be happy with his work and one who seems to be unhappy with his work.	Same.	Transparency: "A Happy Worker," p. 49 "An Unhappy Worker," p. 50
Discuss why people have pride in their work. Bring to class a couple of items which are well made in which the worker could have great pride and satisfaction.	Same as disadvantaged, except ask the pupils to bring some objects (items) to class which would show the point.	
List several people in the community who are held in high esteem. Discuss why these people are held in high esteem.	Same, except name several people in the community who are held in high esteem.	
Rank in order of importance reasons why people work, according to individual interest.		
Play a game. Note to Teacher: Give each pupil a different amount of play money. Determine how the money might be spent.	Same, except students work in pairs.	Game: No. 1. "The Game of Life."
Survey parents of class members to determine the changing role of women in our society.	Same.	Student Material: "Parent Job Survey," p. 38
List some familiar jobs at which women are usually employed. Note the fact that most of these jobs did not exist a few years ago.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Survey some local businesses and industries to establish the fact that more women now work. Evaluation: Complete a quiz on work.	View a slide presentation of women workers in the community and discuss. Evaluation: Answer orally questions relating to the benefits and rewards of work.	Teacher-made slide or home movie presentation on women workers in the community Student Material: "Suggested Business and Industrial Survey," p. 38 "Suggested Exercise Sheet--Benefits and Rewards of Work," p. 40

MAJOR CONCEPT: B. Production and Distribution of Goods and Services

SUPPORTING CONCEPTS:

1. Goods
2. Services

PERFORMANCE OBJECTIVES: The student will

1. Tell the role of workers in the production and distribution of products.
2. Explain the importance of service-oriented occupations.

B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 1: GOODS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Buzz groups: Write a definition of goods. Read about a job of interest in which a person working produces goods. Report findings to class.	Round-table discussion: State a definition of goods. View a filmstrip and/or film loop about a job of interest in which the person working produces goods.	Student Material: "Definitions," Goods, p. 37 Book: No. 7. Occupations and Careers Filmstrip: No. 7. "The World of Work Series, Set 2." No. 1. "It's Your Future: A Look at the Future" (H) Film Loop: No. 2. "Job Orientation Series" (H) --"Cooks, Chefs, and Related Occupations" --"Jobs in the Baking Industry"
List as many goods as one can see in the room. Recall all the goods one may use in a day.	Buzz session: Name as many goods as can be seen in the room.	chalkboard, chalk

B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 1: GOODS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a transparency depicting different kinds of goods.	Same.	Transparency Masters: "Goods: Clothing, Food, Car," p. 52 "Goods: Reel, Gun, Boat," p. 53
Visit a retail store or outlet. Make a listing of goods sold there. OR	Same. Display labels, empty boxes, etc. of goods sold at a retail store or outlet.	Local retail store
Visit an assembly line type factory. See that many different workers have a part in manufacturing a finished product.	Same, or Resource Person: Invite a person to display some raw products and/or finished products and tell about different workers who had a part in the production.	Local factory
List all the different workers who had a part in the production of a familiar product.	Same, except state orally.	Suggested Products: --Food: Hamburger --Clothing: Dress or Trousers --Houses: Frame, Stone, or Brick Book: No. 17. The World of Work, Teacher Guide
List all the people who had something to do with the production and distribution of a lead pencil or other product.	Same. Use an item produced in the local community such as: --lumber used to build homes --tobacco used for cigarettes, cigars, etc.	Student Material: "Product Movement--Who Helped Get the Product to You?" p. 44
Panel discussion: Discuss a topic such as: how dependent one worker is upon other workers for goods.	Listen to a resource person discuss the dependence of one worker upon other workers for goods and services.	Suggested Panel or Resource Persons: --A worker from an assembly line job --A teacher --A counselor --A dual role parent --A board member from local education system

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Note to Teacher: Bring several items to class which show place of manufacture on them. Trace the movement from the place of manufacture to the purchaser.	Same. View a transparency which shows the movement of goods from the place of manufacture to the consumer.	Transparency Masters: "Wheat to Mill," p. 62 "Flour from Mill to Bakery to Store to Consumer," p. 63
View a film depicting the manufacturing and distribution of an item. Determine the number of people involved.	Same.	Film: No. 1. "Jobs in Drafting" (D/H) No. 2. "Jobs in the Sheet Metal Trades" (D/H)
Simulation: Construct a miniature community. Role play how goods are moved and exchanged.	Same. Use goods and services which are produced locally.	Transparency Master: "Businesses in Our Society," p. 56
Circular response: Discuss a topic such as the following: "What would happen if one or more steps were omitted?"	Listen to a tape recorded by the teacher on the "Importance of the Production of Goods."	Student Material: "The Importance of the Production of Goods," p. 41
	Construct a chart using pictures to illustrate at least five goods. Tell why it is important to produce these goods.	Poster paper, magazines, newpapers, magic markers
Evaluation: Explain the role of workers in the production and distribution of a local product.		

B: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES 2: SERVICES

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Rap Session: Define services.	Same.	Student Material: "Definitions," p. 37 (D/H)
View a filmstrip in which a person is working but is not producing a product. (Example: service occupations)	Same. View posters describing workers not producing a product.	Filmstrip: No. 4. "New Careers in Agriculture" (D) --"Careers in Farm Services" --"Careers in Government Services" --"Careers in Farm Machinery Sales and Service" Posters: No. 2. "Modern Workers," Set 1
Research a job of interest in which the worker performs a service and report findings to class.	View and discuss a filmstrip or film loop describing a job interest in which a person is working to produce services.	Film Loops: No. 1. "Job Opportunities" No. 2. "Job Orientation Series"
List as many services as possible such as the following: (1) Medical (2) Dental (3) Fire Protection (4) Police Protection (5) Mail Delivery (6) Garbage Pick-up (7) Telephone Service	Buzz session: Name as many services as can be thought of by the group, such as those provided by vegetable markets and pet shops.	Transparency Masters: "Services: Fire and Police Protection," p. 54 "Services: Medical and Research," p. 55
Role play a person providing a service. Note to Teacher: Let the other class members see if they can identify the service.	Same.	

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Construct a bulletin board showing workers who provide services.	Same.	
View flash cards which illustrate some unskilled or semi-skilled workers. List whether the workers provide goods and/or services.	Same, except state orally whether the workers provide goods and/or services.	Poster Cards: No. 1. "Community Workers and Helpers" Statuette Kits: No. 1. "Community Workers" No. 2. "Transportation People"
Game: Play a game of workers providing goods and services. Note to Teacher: Divide the class into two teams; one team represents a business providing services and one providing goods. The team which produces, by naming, role playing, or describing the most goods and/or services will be determined the winner.	Evaluation: Clip from magazines pictures of workers. Prepare a display of workers who provide goods and services. Note to Teacher: Have the poster board displays judged, providing prizes.	Magazines, poster board
Evaluation: List several different workers. Determine if the workers produce goods or services. Write a paragraph telling what would happen if a particular service (students' choice) were omitted from the community.	Note to Teacher: Read to the pupils a list of several different workers. Let the pupils determine if the workers produce goods or services.	Student Material: "Exercise Sheet," Goods and Services, p. 42

MAJOR CONCEPT: C. Consumption of Goods and Services

SUPPORTING CONCEPTS:
1. Needs vs. Wants
2. Purchasing Power and Standard of Living

PERFORMANCE OJBECTIVES: The student will

1. Distinguish between his needs and his wants.
2. Explain how the money he will earn will affect his standard of living.

C: CONSUMPTION OF GOODS AND SERVICES 1: NEEDS VS. WANTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Discuss: What is the difference between wants and needs? Note to Teacher: Arrive at a group definition of wants and needs and put the definition on a transparency.	Same.	Transparency Master: Teacher-made
View a transparency which illustrates wants.	Same.	Transparency Masters: "Wants: Gun, Car," p. 57 "Wants: Boat, Cycle," p. 58
View transparencies which illustrate needs.	Same.	Transparency Masters: "Needs: Clothing," p. 59 "Needs: Shelter," p. 60 "Needs: Food," p. 61
List priorities of common needs and wants according to individual values and share with class.	Evaluation: Play a game in which one must choose whether to purchase wants or needs. Discuss the consequences when one purchases his wants before his needs.	Student Material: "Definitions," Needs, p. 37 Books: No. 8. Opportunity Knocks Series No. 8a. It's Up to You No. 8b. You Pay for It

C: CONSUMPTION OF GOODS AND SERVICES 1: NEEDS VS. WANTS

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Evaluation: Complete an exercise sheet. Complete a shopping quiz.	Same. Be very selective, using fewer items.	Student Material: "Suggested Exercise Sheet," True-False and completion, p. 43 Book: No. 5. Money Makes Sense, "Shopping Quiz" No. 14. Using Money Series, Book 3, Buying Power --"Spending Your Money"

C: CONSUMPTION OF GOODS AND SERVICES 2: PURCHASING POWER AND STANDARD OF LIVING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Buzz session: Discuss the fact that the amount of money one has determines the number of needs and wants one can purchase. Note to Teacher: Guide the pupils to understand that the amount of money one has and how he spends it affect his standard of living.	Same.	Books: No. 8. Opportunity Knocks Series --No. 8b. You Pay for It No. 4. Life Today, ch. 4
List items which most families must have to live satisfactorily.	Same.	
Determine the approximate cost of these.	Same.	
Discuss reasons some items cost more dollars than others. --quality --design and style --availablility --production and distribution costs	View a transparency illustrating a one dollar bill. List or name orally items one could purchase with a dollar.	Transparency Master: "A Dollar Bill," p. 64
Figure the earnings of different rates per hour. Determine the extent to which each could buy certain goods and/or services such as the following: Worker A: Worker A earns $2.40 per hour and usually works 40 hours per week. What are his weekly earnings? Worker B: Earning $3.10 per hour, Worker B works 35 hours per week. What are his monthly earnings?	Same ss for disadvantaged, except use easier figures such as: John is working at a job which pays $1.70 per hour. He works 10 hours per week. What is John's gross earnings? Considering that this is not John's net income due to various deductions, what goods and/or services could John purchase?	Newspapers, magazines, catalogs listing goods/services and the cost of each. (D/H)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Worker C: Worker C is a $1.80 per hour worker. How many hours would he have to work to earn the same money as Worker B? Worker D: Worker D has a very good job, earning $4.20 per hour. How much does Worker D Earn in 40 hours? Point out some of the reasons why one worker earns more than another, works different hours, produces more goods, etc.		Student Materials: "The Progression of Hours Workers Have Worked per Week," p. 45 "Skills Needed for Today's Jobs," p. 46 Book: No. 9. Planning My Future, ch. 6,8, 9,10,11
Note to Teacher: Arrange for a small assembly line operation in the classroom to manufacture a small product. Calculate the time involved and the approximate cost of production. Determine the retail cost of item produced to avoid loss in manufacturing operation.	Same.	Book: No. 17. The World of Work, Teacher's Guide
Evaluation: Compare the items one can purchase when he makes $4000 as compared to $6000.	View a transparency which illustrates the earning power of money.	Transparency Master: "Earning Power," p. 65

C: CONSUMPTION OF GOODS AND SERVICES 2: PURCHASING POWER AND STANDARD OF LIVING

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Play a game entitled "Goods and Dollars and/or Services and Dollars--You Can't Have One Without the Other." Note to Teacher: Divide class into small groups. Give each group a determined amount of play money. From a given list of goods and/or services with the approximate cost of each, groups will choose how many items can be purchased using the money. Evaluation: Explain how the money one earns will affect his standard of living.	Evaluation: Collect pictures and prices of items. Figure total cost and compare.	Catalogs, magazines

MAJOR CONCEPT: D. Employment vs. Unemployment

SUPPORTING CONCEPTS:
1. Factors Affecting Employment
2. Effects of Unemployment

PERFORMANCE OBJECTIVES: The student will

1. List at least four factors affecting one's employability.
2. List at least five effects of being unemployed.

D: EMPLOYMENT VS. UNEMPLOYMENT 1: FACTORS AFFECTING EMPLOYMENT

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View a filmstrip on vocational training.	Same.	Filmstrip: No. 6. "On the Job: Four Trainees"
Field Trip: Tour some training programs. Look for the following: 1. Training required 2. Attitudes and work habits 3. Personal problems 4. Personal physical handicaps 5. Job displacement 6. Seasonal employment	Same.	Suggested resources: --other training programs in the school --vocational schools
View a filmstrip which describes work attitudes and habits. Note to Teacher: Establish the fact that one must have good attitudes and good work habits to be successful.	Same.	Filmstrip: No. 2. "Job Attitudes: Trouble At Work"

D: EMPLOYMENT VS. UNEMPLOYMENT 1: FACTORS AFFECTING EMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Make a list of some undesirable attitudes which frequently keep people from being successful on the job. For example: (1) Never arrive at work on time. (2) Do as little as possible. (3) Do poor quality work. (4) Criticize the boss and other workers. (5) Don't follow instructions.	View transparencies and discuss which picture describes undesirable attitudes.	Transparency Master: "Bad Attitudes About Work," p. 66 (H)
Make a list of some undesirable work habits which frequently keep people from being successful on the job such as the following: (1) Being careless (2) Failure to follow instructions (3) Getting back from breaks late (4) Doing only that which is required	View transparencies and discuss which picture describes undesirable work habits.	Transparency Master: "Bad Work Habits," p. 67 (H)
Note to Teacher: Pinpoint some personal problems people frequently have which may keep them from being successful on the job.	Same.	
Note to Teacher: Read to the class an account of an individual who had many personal problems affecting his success at a job such as the following: A few years ago Joe was with the boys. One Saturday night,	Role play to the class an account of an individual who had many personal problems affecting his success at a job.	

D: EMPLOYMENT VS. UNEMPLOYMENT 1: FACTORS AFFECTING EMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(continued) while just goofing off, the boys decided to buy some beer. Joe, rather than be an odd ball, drank some. He liked it, so he drank more. As he drank more, he liked it. Today he is an alcoholic. Joe tries hard at his work, but encounters many problems. He has difficulty getting to work on time. Joe has problems with his boss. Things don't seem to work out for him. Therefore, Joe is not a successful worker on his job. Why?		
Compile a list of physical handicaps which people may have that may keep them from being a success on a particular job. (1) Poor sight (2) Hearing loss (3) Limb loss (4) Poor coordination	View pictures of persons having handicaps. Identify the kind of handicap the person has. Suggest ways these handicaps may be overcome through case studies such as: "The Blind Musician" or "The Story of Helen Keller."	Magazines/Newspapers/Catalogs
Note to Teacher: Explain to the pupils that because they have a physical handicap this does not keep them from being successful on the right job.	Same.	
View a filmstrip of an occupation where many machines are used. Discuss a topic such as: "If it	Same.	Filmstrip: No. 7. "World of Work Series, Set 2," "Construction Worker"

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(continued) were not for the machines, many more employees would be required."		
Discuss how the availablilty of energy, raw materials, and farm products affects employment.		Current magazines and newspapers
Make a list of some seasonal jobs. Illustrate that many jobs are good even though they are seasonal.	Same.	
Evaluation: Write at least four factors which affect one's employability.	Evaluation: Construct a chart which illustrates factors affecting employment.	Poster paper Magic markers

D: EMPLOYMENT VS. UNEMPLOYMENT 2: EFFECTS OF UNEMPLOYMENT

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
Resource Person: Invite a qualified person to discuss some undesirable effects of unemployment. Ask the person to use many examples such as the following: 1. Money loss 2. Inability to support family 3. Loss of respect for one's self 4. Unhappiness 5. Insecurity 6. Inability to be self-supporting 7. Inability to plan ahead 8. Very often mobile	Same, except listen to a qualified person discuss some undesirable effects of unemployment.	Suggested Resource Persons: - Personnel from State Employment Service - Personnel from State Economic Security Department - Personnel from State Unemployment Insurance Division
Solve some mathematical problems dealing with the loss of money coming from unemployment such as: Joe is unemployed because the company with whom he was employed laid off workers to cut operating expenses. His rent and utility bills are due. He has his family to feed and payments to make on the car and furniture. Joe has managed a small savings and is now eligible for unemployment insurance, but this is not enough to continue present payment rates. What do you suggest Joe do?	Group activity: Solve some mathematical problems dealing with the loss of money coming from being unemployed such as: Joe was earning $4000 per year when he was laid off his job. He took another job, after two months of being unemployed, paying $3500 per year. However, he had purchased a home, car and furniture out of a $4000 per year income. How can Joe meet his financial obligations at his present salary?	
Buzz Session: Determine the approximate amount of money it	Same.	

D: EMPLOYMENT VS. UNEMPLOYMENT 2: EFFECTS OF UNEMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
(continued) takes for a family to live. Portray the undesirable consequences of not having enough money to live comfortably.		
Role play a person who has lost respect for himself because he is unable to keep a good job. Discuss the undesirable effects of such a condition.	Same.	
Read about a person who has lost respect for himself because he is unable to keep a job.	Note to Teacher: Read to the pupils about a person who has lost respect for himself because he is unable to keep a job.	Book: No. 3. Discovering Myself, ch. 6 Newspaper and magazine articles concerning unemployment and the unemployed
View a transparency of a very unhappy person who is unemployed.	Same.	Transparency Master: "Employment Office," p. 68
Discuss the fact that people are usually happy when they work.	Same.	
Write a brief description of what it would be like to be unemployed.	Tell what it would be like to be unemployed.	
Discuss the need to be secure.	Same.	
Note to Teacher: Point out that most people like to be self-supporting. Many people are unable to be self-supporting because they are unemployed.	Same.	

D: EMPLOYMENT VS. UNEMPLOYMENT 2: EFFECTS OF UNEMPLOYMENT (CONTINUED)

TEACHING-LEARNING-EVALUATION STRATEGIES		RESOURCES
DISADVANTAGED	HANDICAPPED	
View an illustration of a person desiring to borrow money to buy a car which illustrates the undesirable effects of not having a job.	View an illustration of a person desiring to borrow money to buy a transistor radio which illustrates the undesirable effects of not having a job.	Transparency Master: "Loans," p. 69
Discuss the fact that those who are unemployed tend to move more. Note to Teacher: Ask pupils for some examples of people who move from place to place due to limited job opportunities.	Same.	
Evaluation: List at least five undesirable effects related to unemployment.	Note to Teacher: Give the pupils an oral quiz.	

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RESOURCE LIST 20A

ALL MATERIALS LISTED ON THESE PAGES ARE AVAILABLE ON A FREE LOAN BASIS FROM THE CURRICULUM DEVELOPMENT CENTER RESOURCE LAB, 151 TAYLOR EDUCATION BUILDING, UNIVERSITY OF KENTUCKY, LEXINGTON, KY. 40506

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
1. Be Informed Series a. Unit 14 - Wise Buying b. Unit 16 - Money	Baer, Katie Morris, Fred	New Readers Press Publishing Division of Laubach Literacy, Inc. Box 131 Syracuse, N.Y. 13210	1970 1971	Free loan, Resource Lab, C.D.C. 151 Taylor Ed. Bldg. University of Ky. Lexington, Ky. 40506
2. Better Buymanship: Dollar Sense	Coed/Forecast	Scholastic Magazines, Inc. New York, N. Y.	1969	
3. Discovering Myself, 3rd edition	Neugarten, B. L.	American Guidance Service Publishers Building Circle Pines, Minn. 55014	1967	
4. Life Today	Williams, V. K.	Mafex Associates, Inc. 111 Barron Avenue Johnstown, Pa. 15906	1970	
5. Money Makes Sense, 2nd edition	Kahn, C. H. and J. B. Hanna	Fearon Publishers Lear Siegler, Inc. Education Division Belmont, Calif. 94002	1972	
6. Money Management Booklet Library a. It's Your Credit - Manage It Wisely b. Reaching Your Financial Goals	Money Management Institute	Money Mgt. Institute Household Finance Corp Prudential Plaza Chicago, Ill. 60601	1972 1971	(a) 50¢ (b) 30¢ (from Money Mgt. Institute)

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
7. Occupations and Careers	Feingold, N.S. and S. Swerdloff	Webster Division McGraw-Hill Book Co. St. Louis, Missouri	1969	Free loan, Resource Lab, C.D.C. 151 Taylor Ed. Bldg. Univ. of Kentucky Lexington, Ky. 40506
8. An Opportunities Knocks Series:				
a. It's Up to You	Andrews, Margaret E.	Gregg Division McGraw-Hill Book Co. New York, N.Y.	1970	
b. You Pay For It	Andrews, Margaret E.		1970	
9. Planning My Future, 3rd edition	Neugarten, B.L. et al.	American Guidance Service Publishers Building Circle Pines, Minn. 55014	1968	
10. Service Station Operation and Management	Fritz, Noble	McGraw-Hill Book Co.	1968	
11. Succeeding in the World of Work	Kimbrell, Grady, and Vineyard	McKnight & McKnight Publishing Co. Bloomington, Ill.	1970	Free loan, Resource Lab
12. Teenagers at Work	Dogin, Yvette	Frank E. Richards, Pub. Phoenix, N.Y. 13135	1968	
13. They Work and Serve	Knott, Bill	Steck-Vaughn Co. Austin, Texas	1967	
14. Using Money Series--Book 3, Buying Power	Wool, John D.	Frank E. Richards, Pub. Phoenix, N.Y. 13135	1968	

BOOKS AND BOOKLETS	AUTHOR-SOURCE	PUBLISHER ADDRESS	DATE	COST
15. You Can Work in the Education Services	Deitz, Betty Warner	The John Day Co., Inc. 62 West 45th St. New York, N.Y. 10036	1968	
16. You Can Work in the Transportation Industry	Deitz, Betty Warner	(same as above)	1969	
17. The World of Work, Teacher's Guide	Jensen, A.K. et al.	Clemson University Vocational Education Media Center Clemson, S.C. 29631	1971	$5.00 (from Clemson University) Also free loan, Resource Lab, CDC 151 Taylor Ed. Bldg. Univ. of Kentucky Lexington, Ky. 40506

VISUAL AIDS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
FILMS:				
1. "Jobs in Drafting"	Sterling Educ. Films	241 E. 34th St. New York, N. Y. 10016	8 min., color	Free Loan: Resource Lab, C.D.C. 151 Taylor Ed. Bldg Univ. of Ky. Lexington, Ky. 40506
2. "Jobs in Sheet Metal Trades"	Sterling Educ. Films	(same as above)	10 min., color	
FILM LOOPS:				
1. "Job Opportunities Series"	Encyclopedia Britannica Education Corp.	425 N. Michigan Ave Chicago, Ill. 60611	Set of 50 individual titles - silent, with teacher's guide	
2. "Job Orientation Series"	Sterling Educ. Films	(See address above)	Set of 16 individual titles with sound	
GAMES:				
1. "The Game of Life"	Central School Supply	4100 Eastmoor Rd. Louisville, Ky. 40218	2-8 players	

VISUAL AIDS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
POSTER CARDS:				
1. "Community Workers and Helpers"	Milton Bradley Co.	Springfield, Mass.	30 cards	Free Loan: Resource Lab, C.D.C. 151 Taylor Ed. Bldg Univ. of Ky. Lexington, Ky. 40506
2. "Modern Workers," Set 1	Instructo Publications	F. A. Owen Pub. Co Danville, N. Y. 14437	7 cards 14 illustrations	
STATUETTE KITS:				
1. "Community Workers"	Central School	4100 Eastmoor Rd.	6 wooden statuettes	$5.40 (from Central School Supply) Or Free Loan from C.D.C., U. of K.
2. "Transportation People"	(same as above)	(same as above)	6 wooden statuettes	(same as above)

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
1. "It's Your Future: A Look at the Future"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	One of a set of four filmstrips with records	free loan; Resource Center for SVE Teachers
2. "Job Attitudes: Trouble at Work"	Guidance Associates	Pleasantville, NY 10570	Part I--8 min Part 2--5 min Part 3--6 min Part 4--5 min	free loan; Resource Center for SVE Teachers
3. "Managing Your Money Series"	McGraw-Hill Text-Film Division	330 West 42nd St. New York, NY 10036		
4. "New Careers in Agriculture" a. "Careers in Farm Services" b. "Careers in Machinery" c. "Careers in Government Service"	Vocational Educ. Productions	California Polytechnic St. Univ. San Luis Obispo, Ca. 93401	a. 52 frames b. 50 frames c. 48 frames	$7.95 ea. or free loan; Resource Center for SVE Teachers
5. "Occupational Education"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	Set of 9 in color with cassettes and teacher's manual	
6. "On the Job: Four Trainees"	Guidance Associates	Pleasantville, NY 10570	Part 1--8 min Part 2--7 min Part 3--6 min Part 4--7 min	
7. "The World of Work Series," Set 2	McGraw-Hill, Text-Film Division	330 West 42nd St. New York, NY 10036	Set of 6, color, with records	

FILMSTRIPS	AUTHOR-SOURCE	ADDRESS	LENGTH	COST
8. "The World of Work, Vocational Opportunities"	Eye Gate House, Inc.	146-01 Archer Ave. Jamaica, NY 11435	Set of 14 in color with records and teacher's guide	
9. "Why Work At All?"	Guidance Associates	Pleasantville, NY 10570	10 min.	free loan; Resource Center for SVE Teachers
TRANSPARENCIES:				
"Economics in Business"	3M Company	Apex Visual Products Division 3M Center St. Paul, Minn. 55101	20 visuals	$35.00

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STUDENT MATERIALS 35 ~~32~~ A

SUGGESTED JOB DESCRIPTIONS

Worker A

My name is Joe. My job is very interesting. It is what I like to do. I work at (Name of Business). Most of my time is spent repairing cars. What kind of worker am I? Auto Mechanic

Worker B

I'm Mary. I work at (Name of Business). The customers there like me because I greet them, show them to their tables, and give them a menu. I do not take their orders or serve their food. Who am I? Restaurant Hostess

Worker C

I work at (Name of Business). You know me as Doctor Jones. When something goes wrong with your teeth, you should come to see me. I am a Dentist.

Worker D

Jane is my name. (Name of Business) is where I work. To prepare for my job I took several vocational courses, including typing and shorthand. I spend a lot of time working with papers. Can you guess my occupation? Secretary

Worker E

They call me Jim. I work at a place on (Name of Road). You see, I work outside. I frequently do different jobs each day. I sometimes work with crops. Other times I work with farm animals on the place I own. Who am I? Farmer

Worker F

My name is Pam. My job is most interesting and satisfying to me. You might enjoy doing what I do. You see, I am employed at (Name of Business). My main duty is to operate a cash register in the store. I ring up the customers' orders once they have selected their items. Who am I? Cashier

Note to Teacher: The job descriptions above are very elementary and may be more suitable for use by the handicapped than the disadvantaged. They may be made more difficult by adding: type of dress worn by worker, job hazards, advantages of following this line of work, equipment used, jargon of the trade, working hours, description of building where employed without giving name of business, types of work to which job is related, effect of weather (energy and other conditions) upon employment, etc. Other jobs may be selected and student encouraged to make up their own descriptions.

DEFINITIONS

Work -- the labor, task, or duty by which one can make a living

Worker-- one who performs a labor, task, or duty (especially one who works at manual or industrial labor or with a particular piece of material)

Goods -- items made or produced which one can see or handle (which are tangible) and which satisfy economic needs and wants

Services -- what one does for another that makes his life better (contributes to his welfare)

Need -- an item necessary to existence

Want-- something nice to have but not needed in order to live

SUGGESTED PARENT JOB SURVEY

Father's Name_____

Employer_____

Kind of Work_____

Mother's Name_____

Employer_____

Kind of Work_____

Who earns the most money, father or mother?_____

SUGGESTED BUSINESS AND INDUSTRIAL SURVEY

Name of Business_____

Kind of Business_____

Number of Employees_____

Number of Men Employees_____

Number of Women Employees_____

THE WORKERS IN FAMILIAR BUSINESSES

The Store

a) Manager
b) Buyer
c) Stock Person
d) Salesman
e) Cashier
f) Wrapper
g) Bookkeeper
h) Assistant Manager
i) Custodian
j) Secretary

The Hospital

a) Doctor
b) Nurse
c) Receptionist
d) Bookkeeper
e) Laboratory Technician
f) Nurse's Aide
g) Food Service Worker
h) Custodian
i) Secretary

The Factory

a) Manager
b) Assembly Line Worker
c) Packager
d) Bookkeeper
e) Shipping Clerk
f) Receiver
g) Foreman
h) Custodian
i) Secretary

The School

a) Prinicpal
b) Counselor
c) Teacher
d) Librarian
e) Secretary
f) Custodian
g) Cafeteria Worker
h) Aide
i) Maintenance Person

SUGGESTED EXERCISE SHEET

(Benefits and Rewards of Work)

Complete

1. Write a definition of work. _____
_____

2. Who must work? _____
_____

3. Most people work to earn _____

4. What happens if people do not work? _____
_____

5. List two (2) benefits of work.
   A. _____
   B. _____

6. List three (3) rewards of work.
   A. _____
   B. _____
   C. _____

THE IMPORTANCE OF THE PRODUCTION OF GOODS

(May Be Taped For Handicapped Student)

Our country would not function if goods were not being produced. Goods are essential for our lives. We cannot live without them.

Goods come to us in the form of food, clothing, and shelter. Someone made the clothes we are wearing. Someone grew or produced the food we eat. Someone made the materials which went in the house we live in.

Thus, we find goods everywhere. They are produced by many different people. They all mesh together to make available to us the modern conveniences we enjoy--television, automobiles, ice cream, shoes, etc.

EXERCISE SHEET

(Goods and Services)

Please place either a "G" or "S" before each of these. If the worker produces goods, place a "G" before it. If the worker provides services, place an "S" before it.

____1. Auto Mechanic
____2. Dentist
____3. Housewife
____4. Waitress
____5. Teacher
____6. Welder
____7. Painter
____8. Nurse
____9. Fireman
___10. Policeman
___11. Secretary
___12. Carpenter
___13. Printer
___14. Custodian
___15. Farmer
___16. Plumber
___17. Store Clerk
___18. Glass Blower
___19. Telephone Repairman
___20. Machinist

EXERCISE SHEET

(Needs vs. Wants)

Write either true or false in the blank:

__true__ 1. A coat is a need.

__false__ 2. A want is required in order to live.

__true__ 3. All people have needs.

__true__ 4. People produce goods and/or services to satisfy needs and wants.

Fill in the blanks:

1. Our basic needs are __food__, __clothing__, and __shelter__.

2. Three examples of wants are _____, _____, and _____.

3. One must choose between his needs and his wants according to the __(money, dollars)__ he has.

PRODUCT MOVEMENT - WHO HELPED GET THE PRODUCT TO YOU?

A Piece of Clothing

a) Farmer
b) Trucker
c) Assembly Line Worker
d) Buyer
e) Seller (Salesman)
f) Cashier
g) Dye Manufacturer
h) Button Manufacturer
(and other)

A Lead Pencil

a) Forester
b) Miner
c) Manufacturer
d) Trucker
e) Salesman
f) Stocker
g) Cashier
h) Painter
i) Printer
(and other)

A Car

a) Miner
b) Foundry Worker
c) Draftsman (Designer)
d) Assembly Line Worker
e) Petroleum Worker
f) Painter
g) Paint Producer
h) Farmer
i) Upholstery Manufacturer
j) Trucker
k) Salesman
(and other)

A Loaf of Bread

a) Farmer
b) Grain Elevator Worker
c) Baker
d) Packager
e) Trucker
f) Salesman
g) Cashier
(and other)

THE PROGRESSION OF HOURS WORKERS HAVE WORKED PER WEEK

SKILL NEEDED FOR TODAY'S JOBS

A few decades ago very little knowledge was required to be a successful worker. Most work was done by hand or horsepower and required a great deal of strength but a limited amount of knowledge. Most people worked in agricultural occupations.

The day of sheer strength to do work is over. Most work is done mechanically and with machines. Skill is required to operate them.

Without training, a worker cannot operate a printing press; without skill a worker cannot type a neat letter; without a knowledge of metals one cannot be a successful welder.

Present day workers choose a career. They then proceed, usually through schooling, to learn the skills required to do the job well.

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TRANSPARENCY MASTERS 46 A

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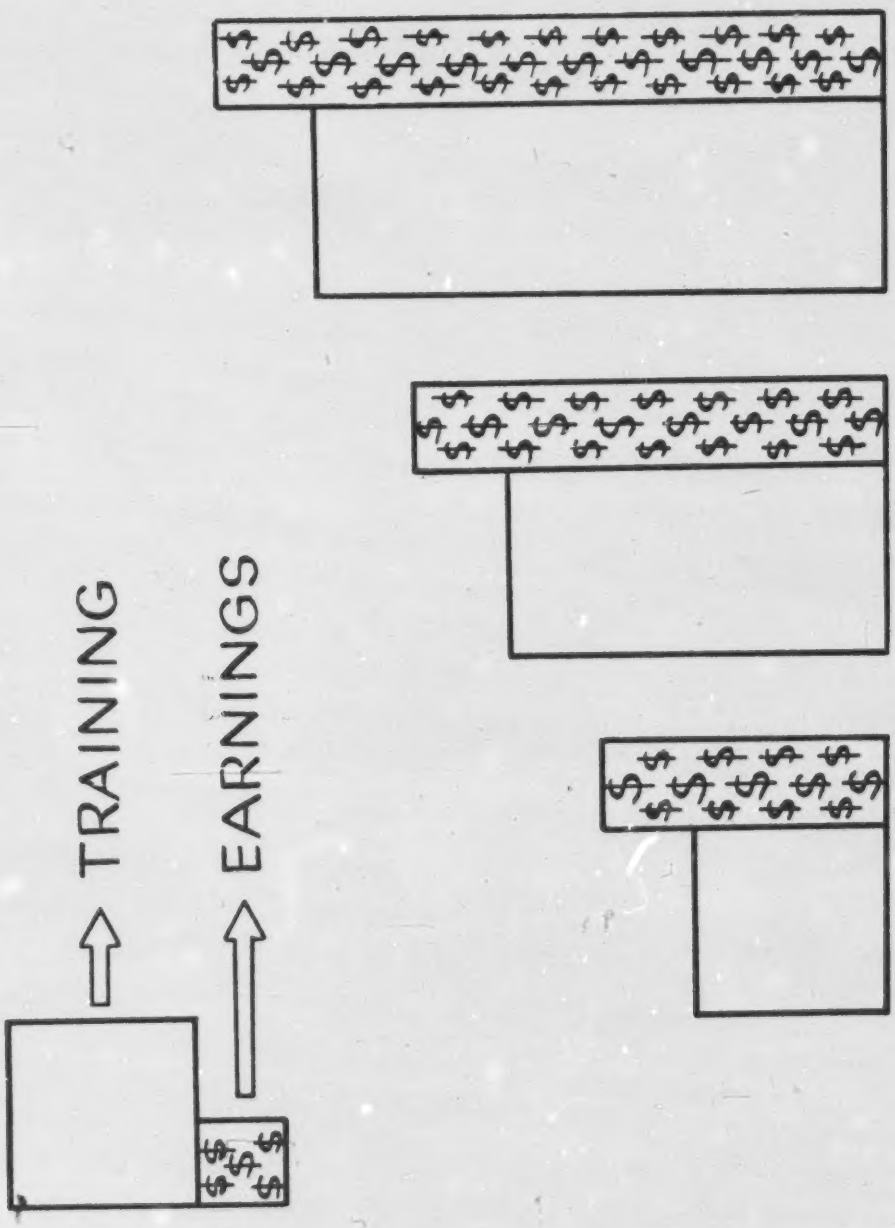
TRAINING
EARNINGS

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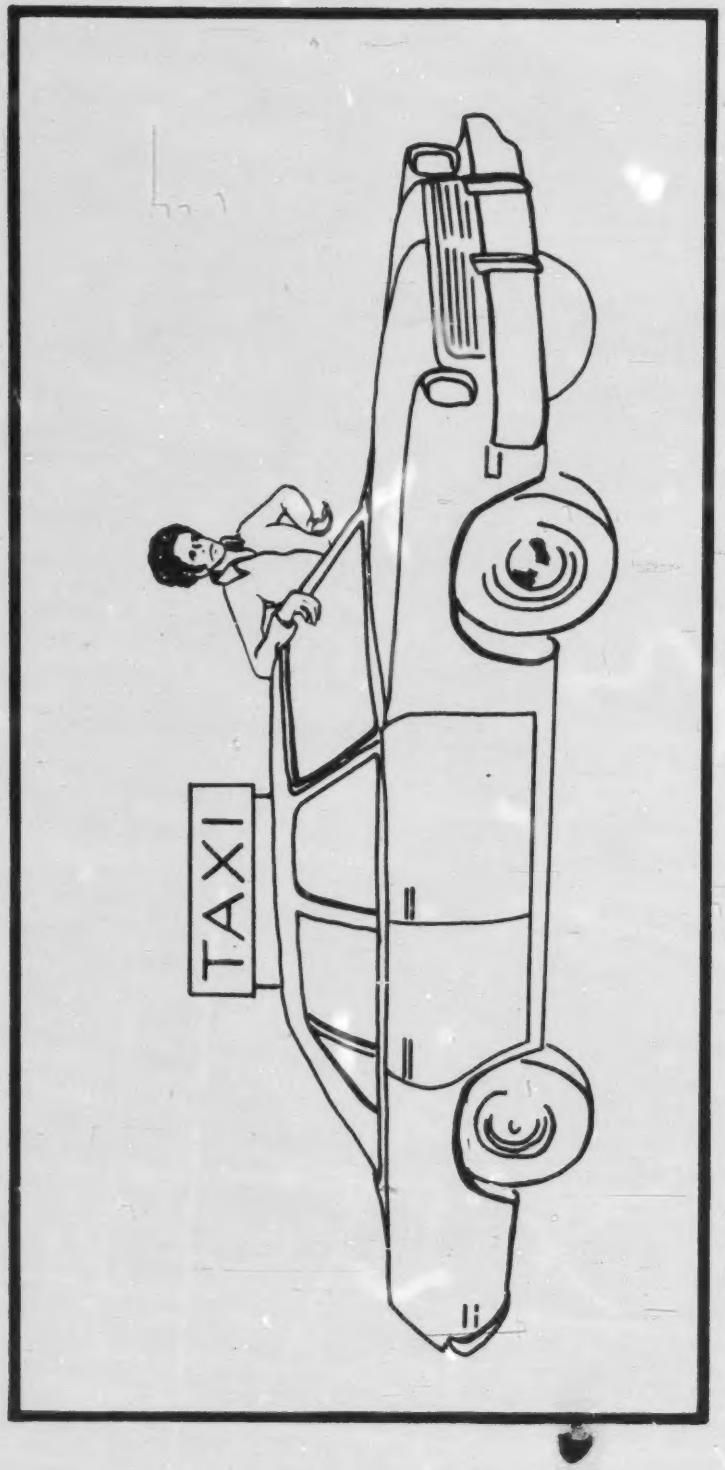

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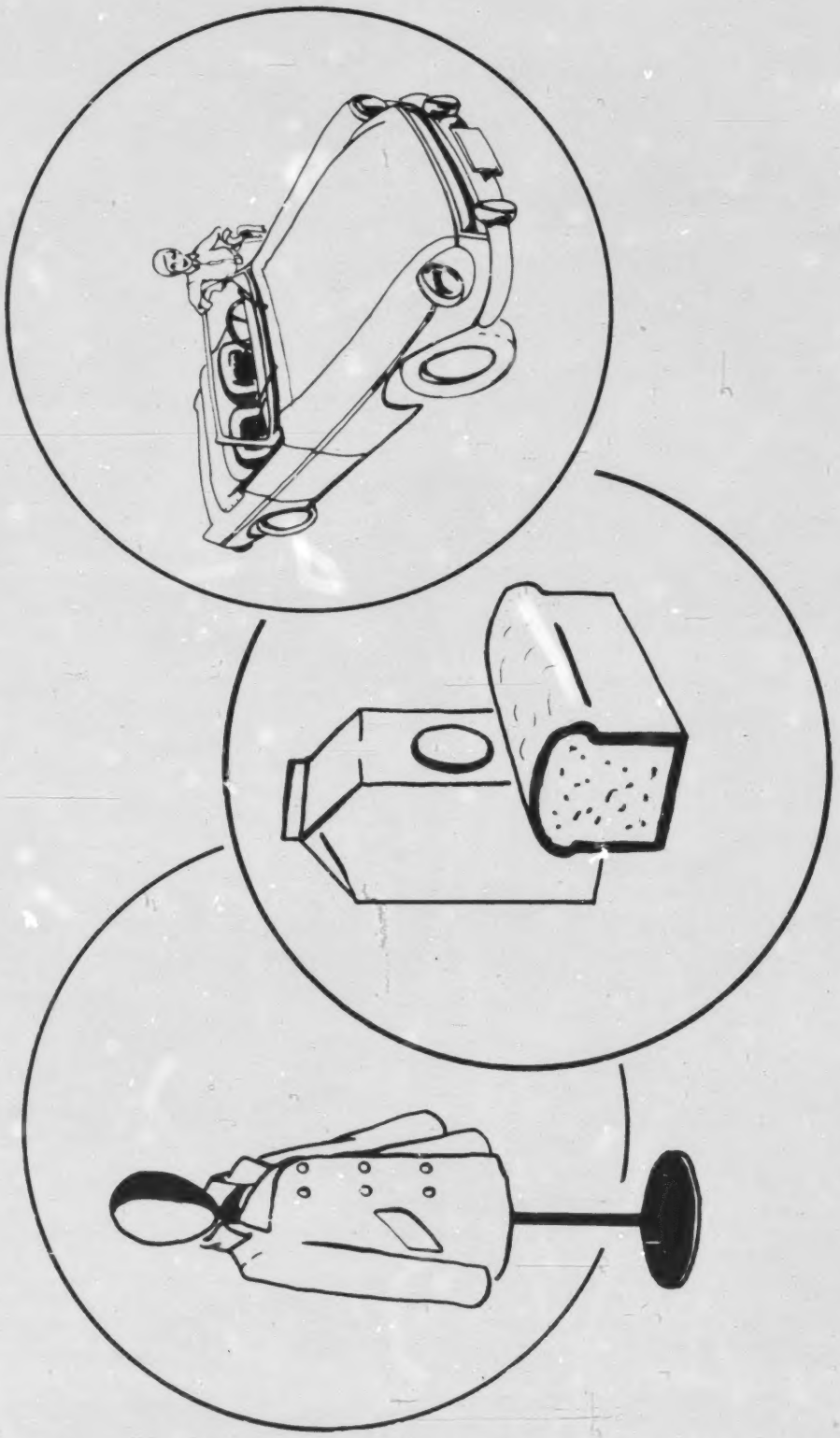
GOODS



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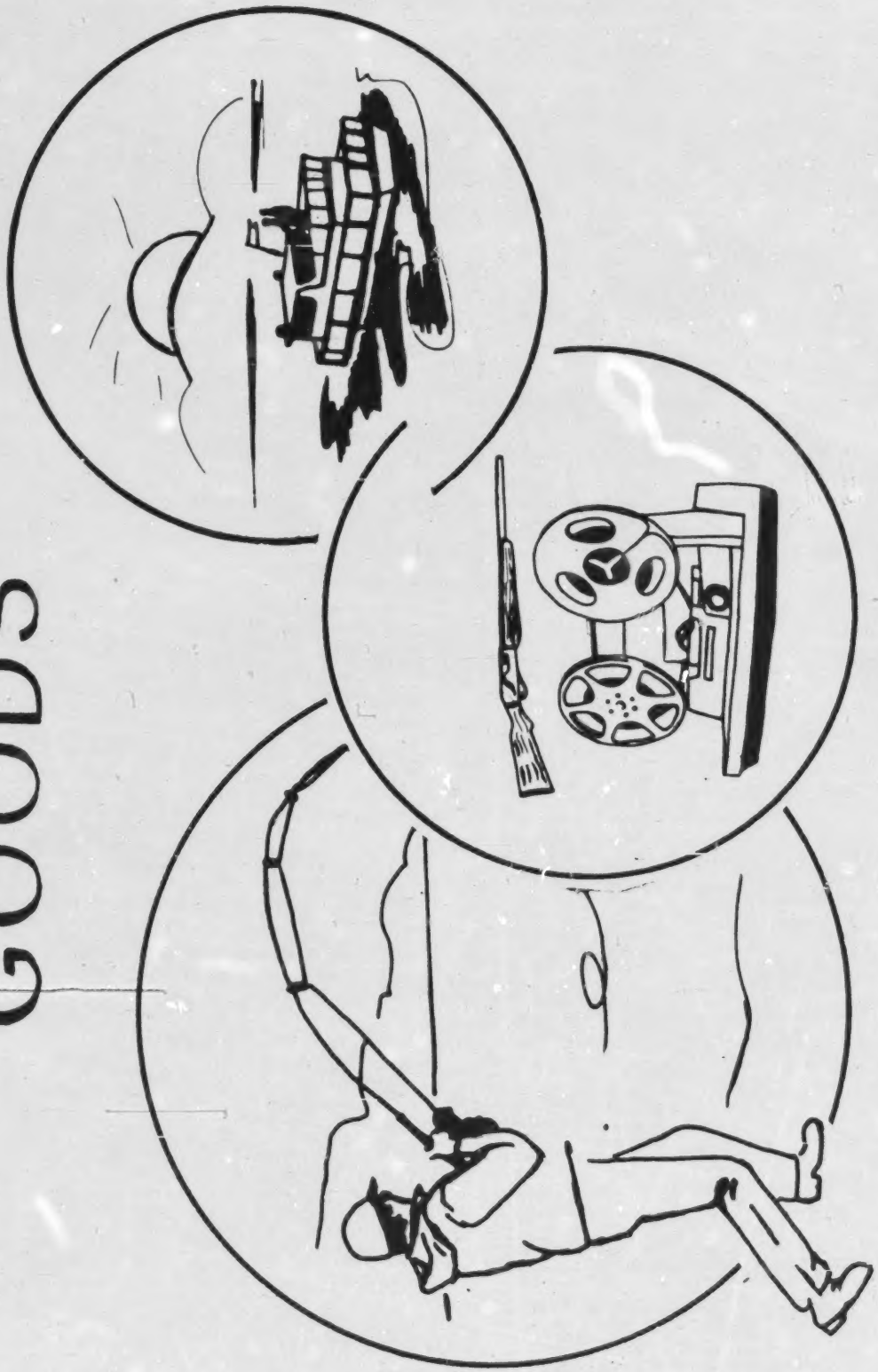
GOODS



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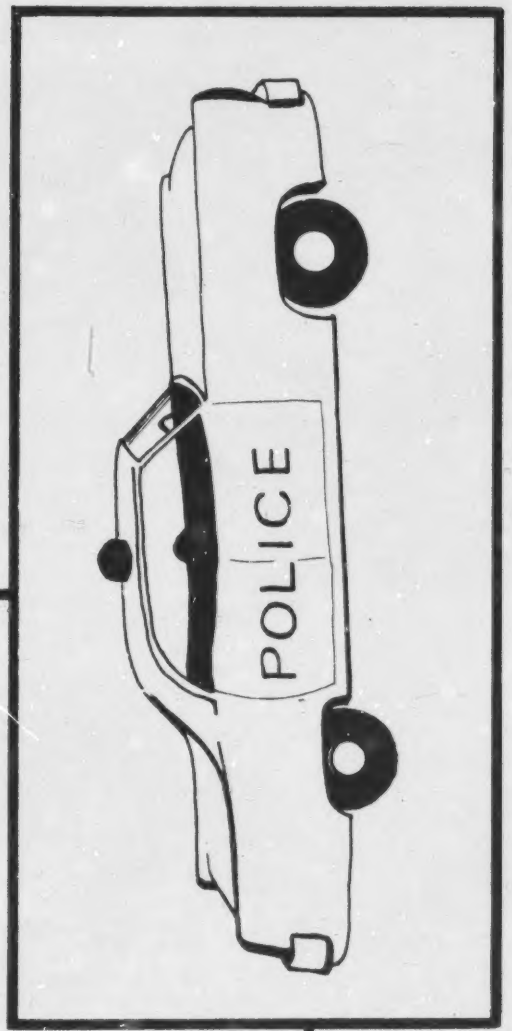
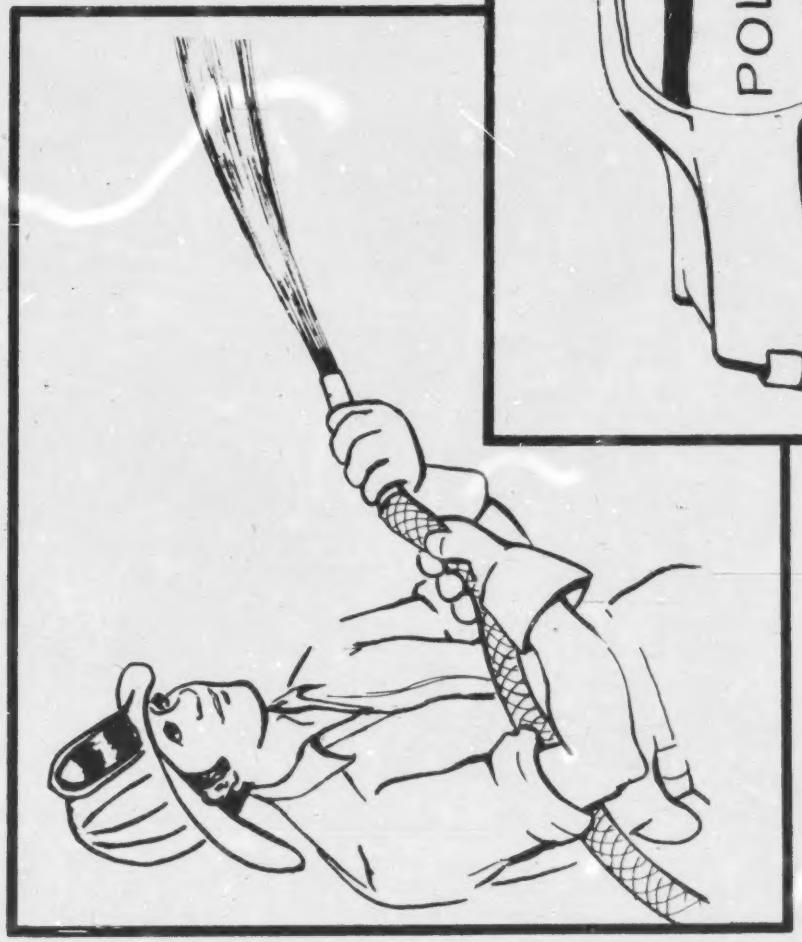
SERVICES





SERVICES

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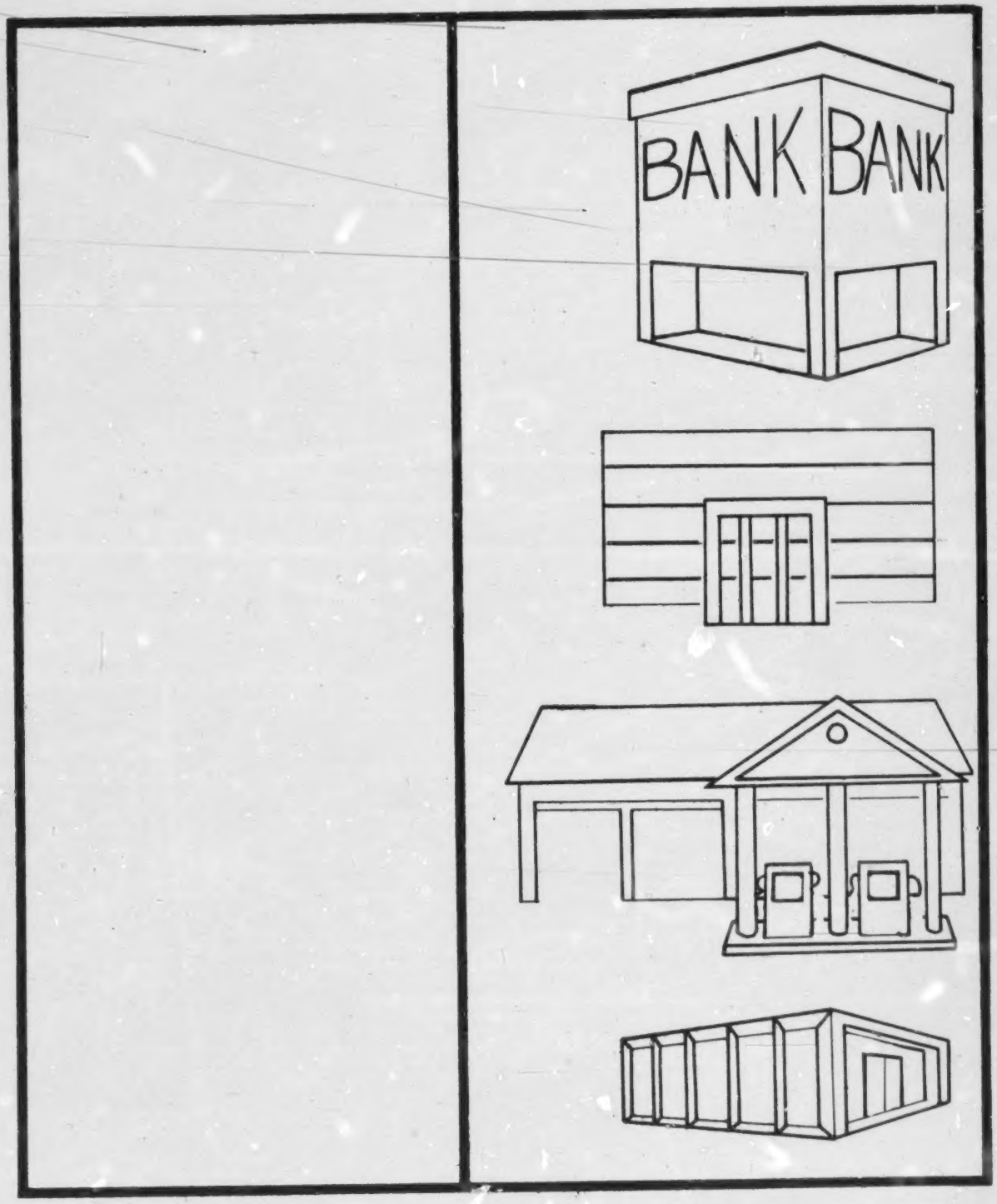

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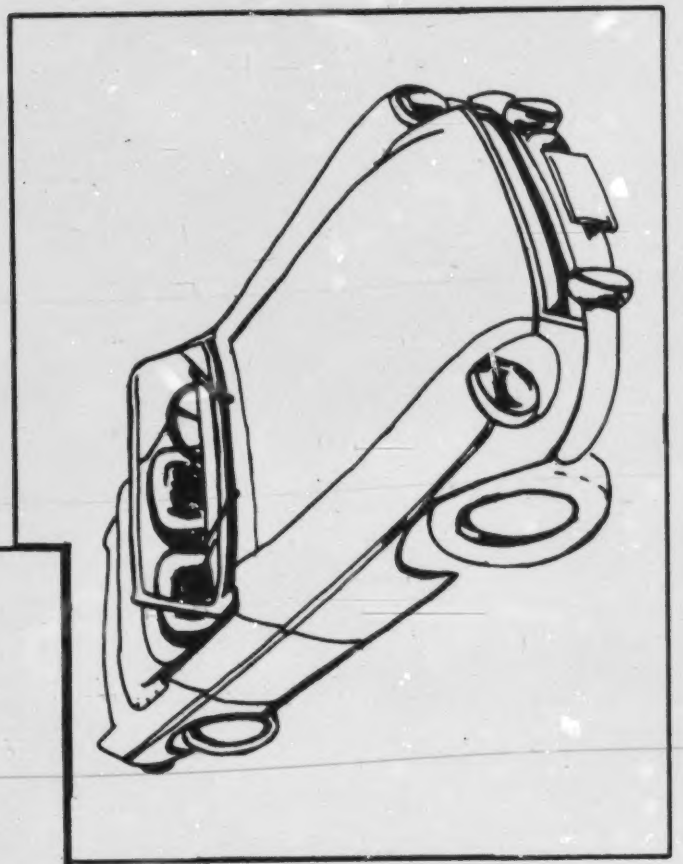
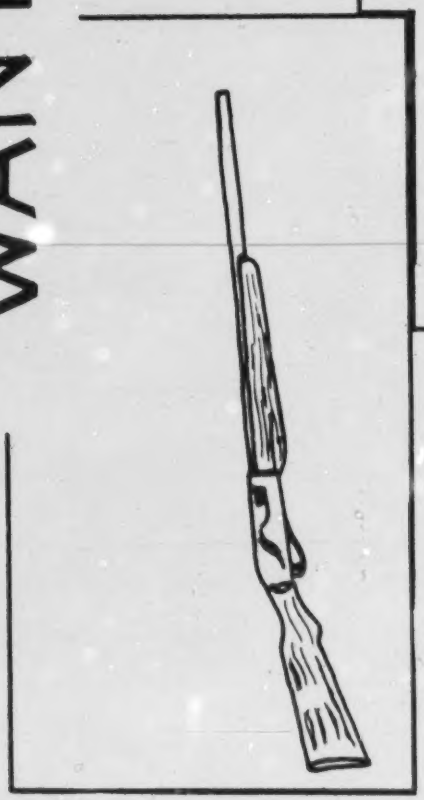
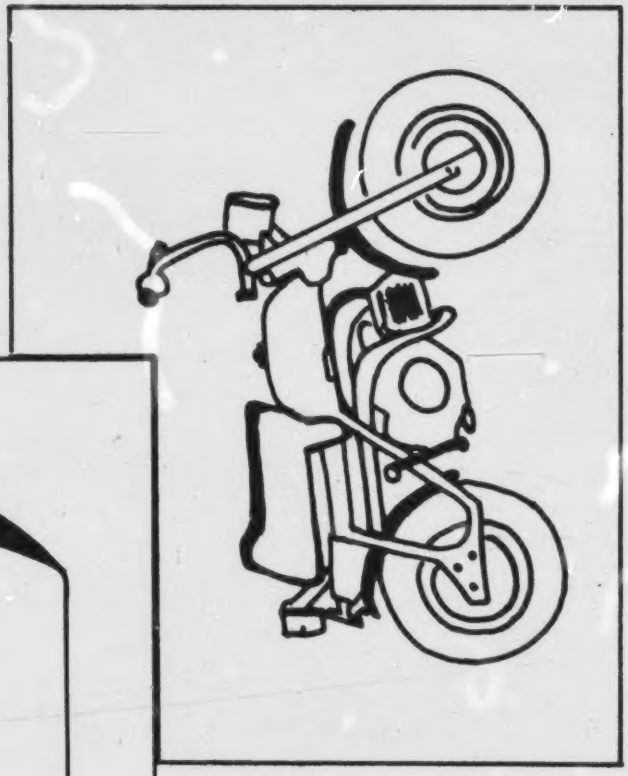
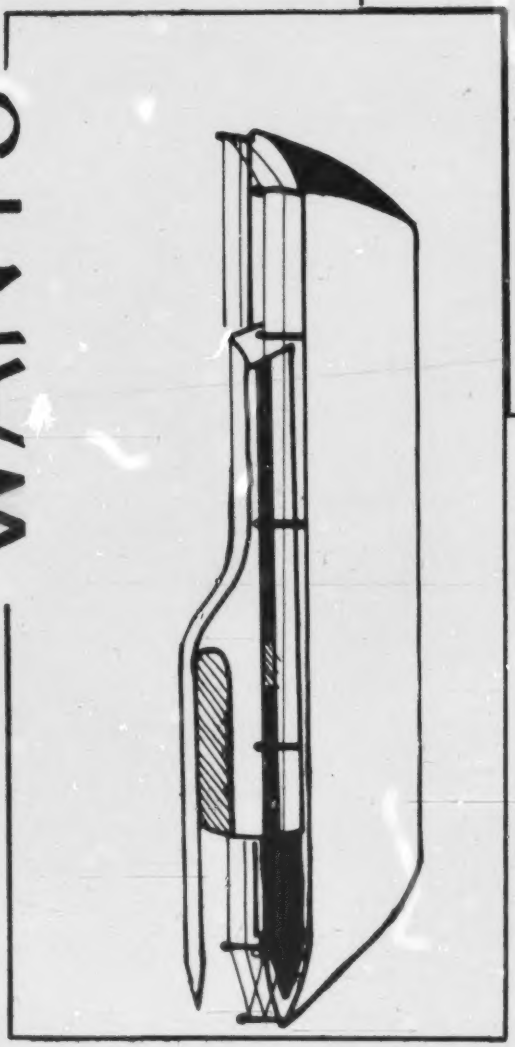
WANTS







WANTS



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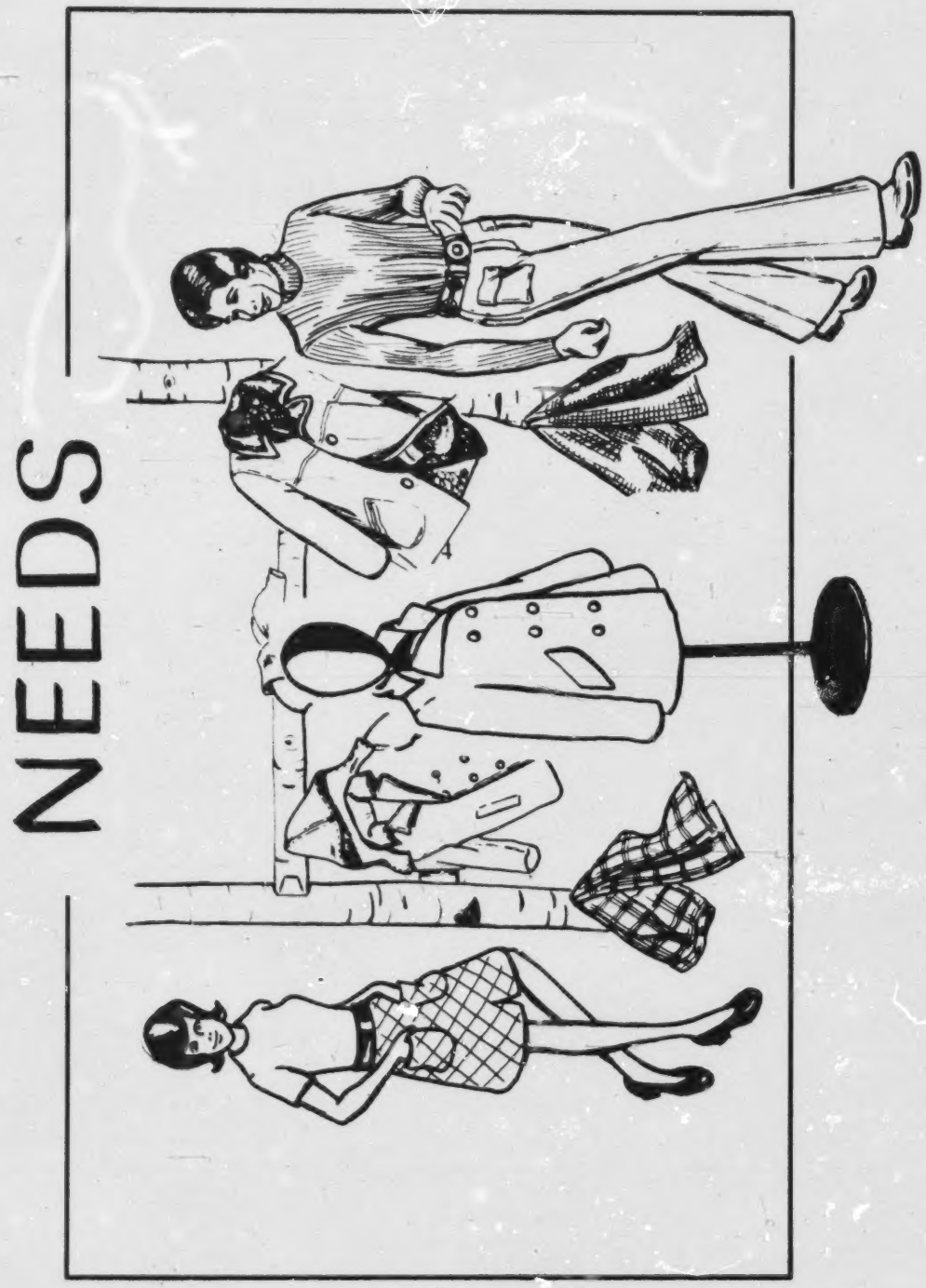
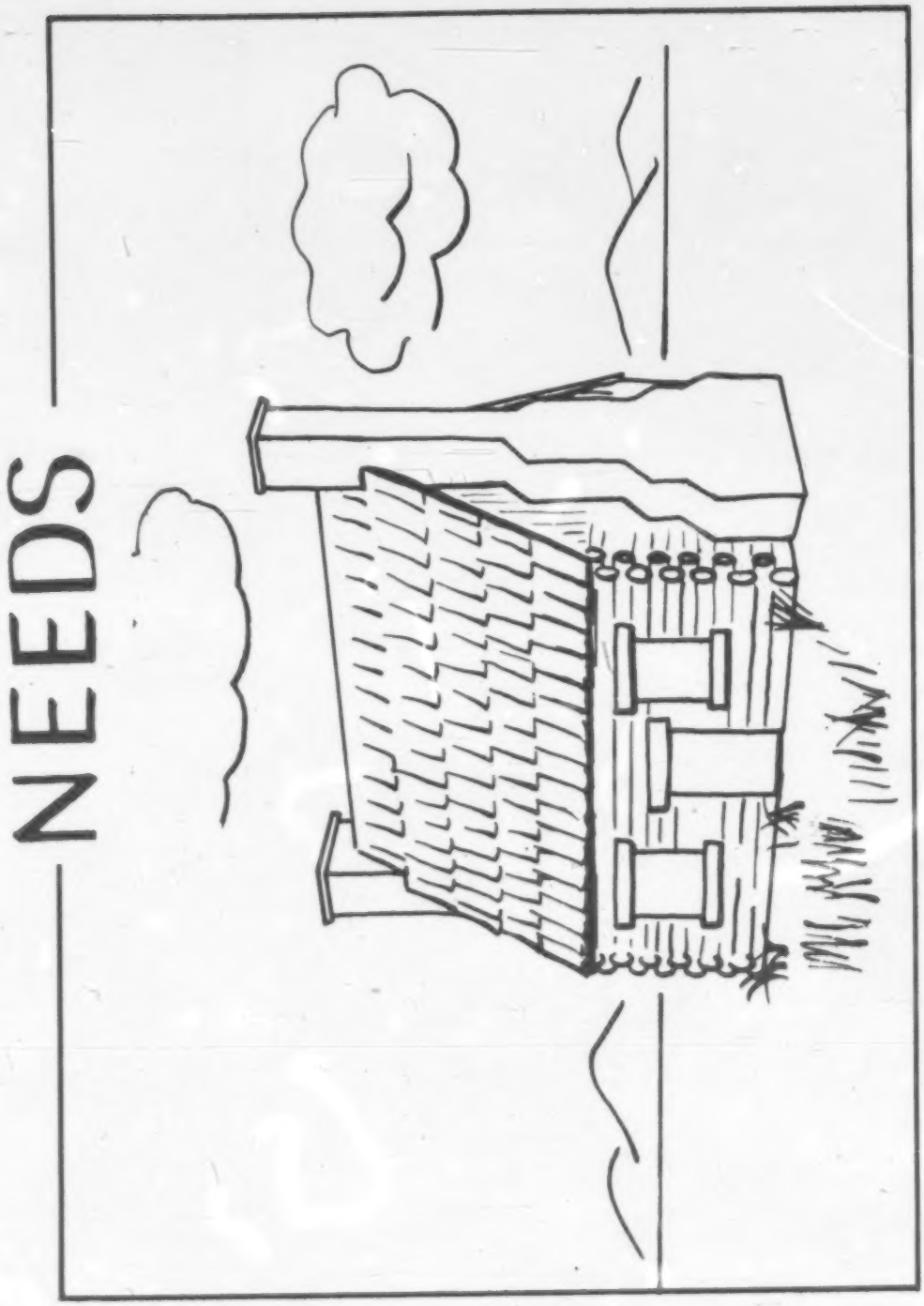


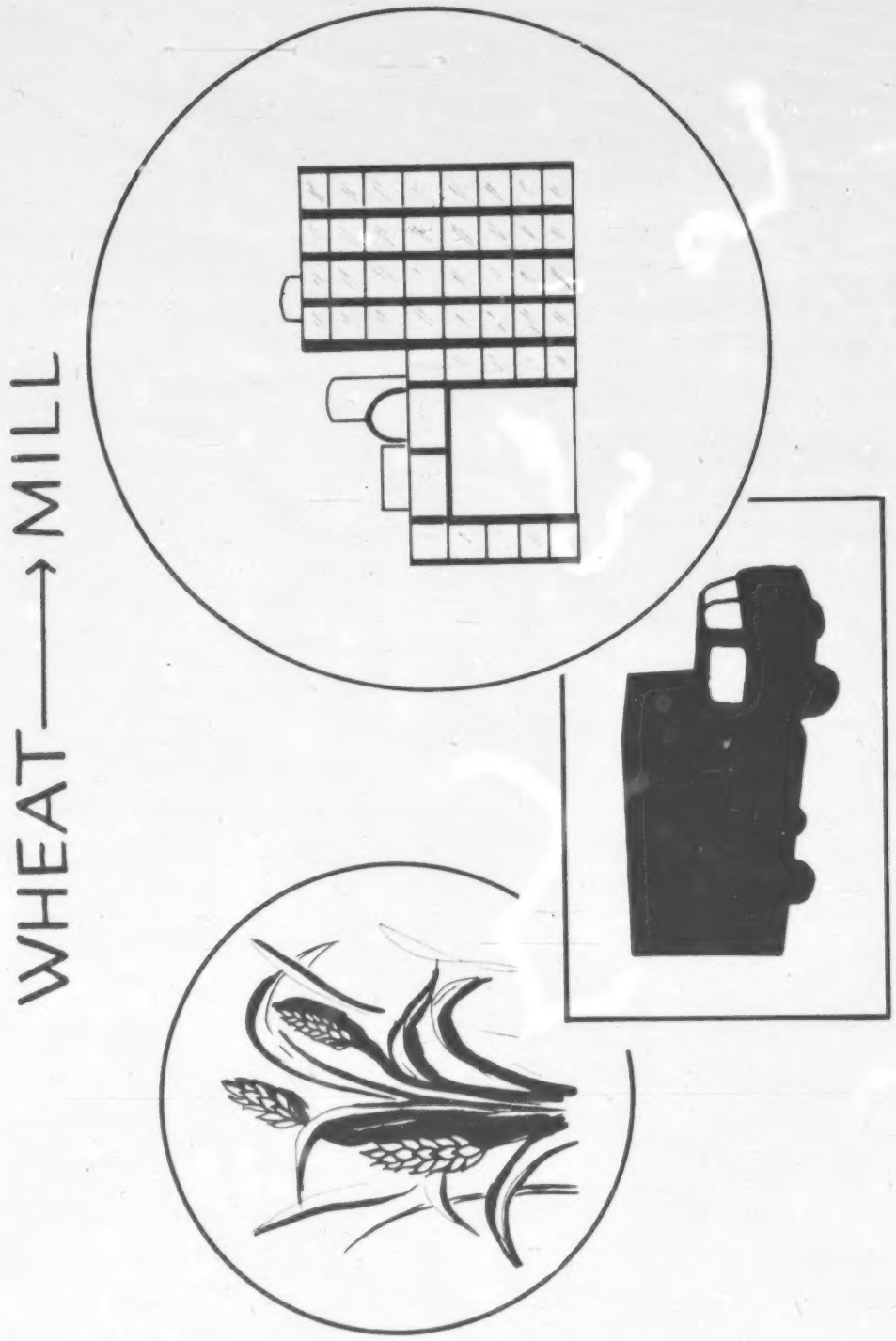
G. OWENS, CURR. DEV. CNTR, U.K.-925-10



OWENS, CURR. DEV. CNTR., U.K. -925-11

NEEDS

G. OWENS, CURR DEV. CNTR., U.K-925-12



S. OWENS, CURR. DEV. CNTR., U.K. -925-13

FLOUR → BAKERY → STORE → CONSUMER
(FROM MILL)

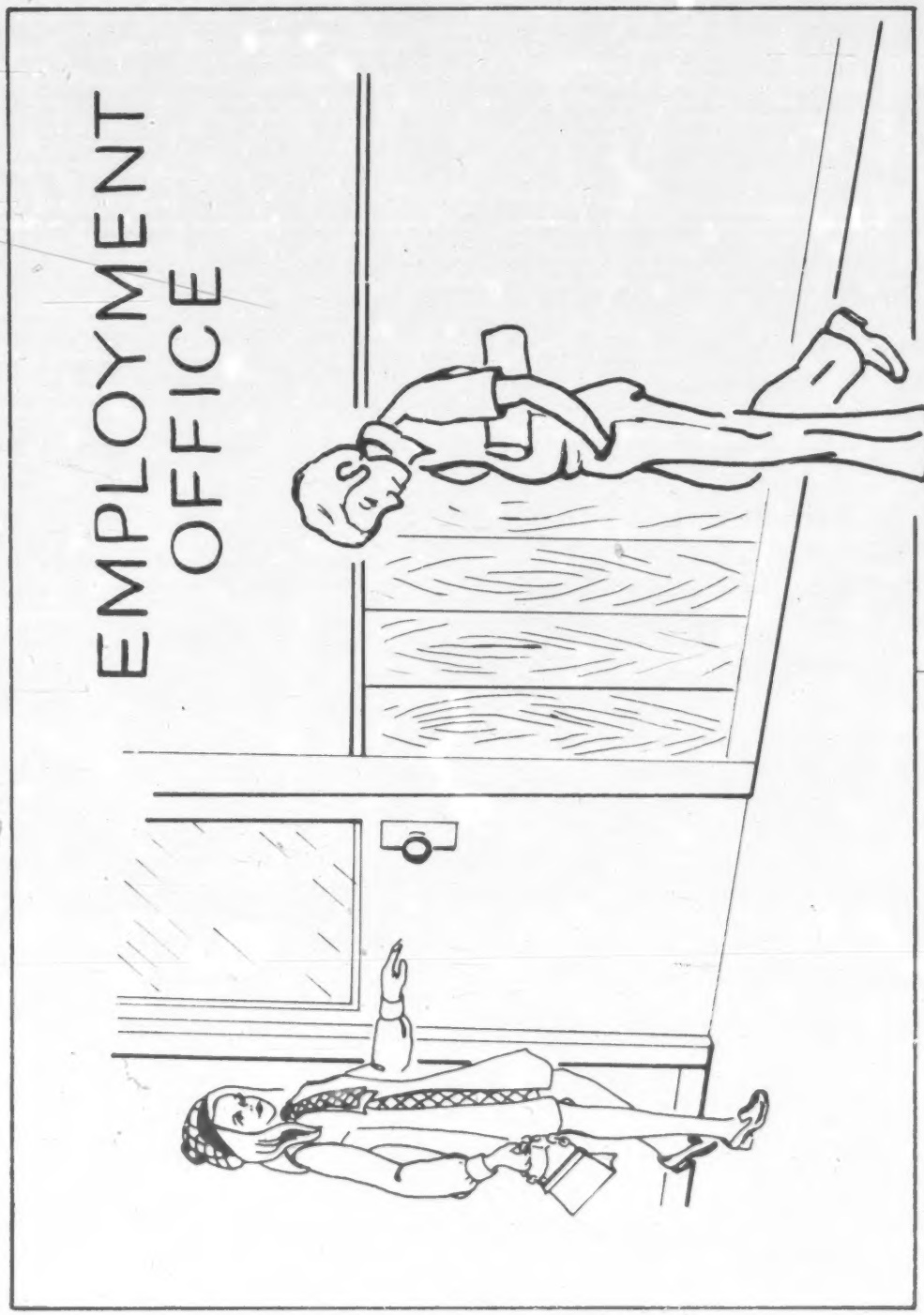
UNITED STATES OF AMERICA
ONE DOLLAR
B234567

OWENS, CURR. DEV. CNTR, UK-925-16

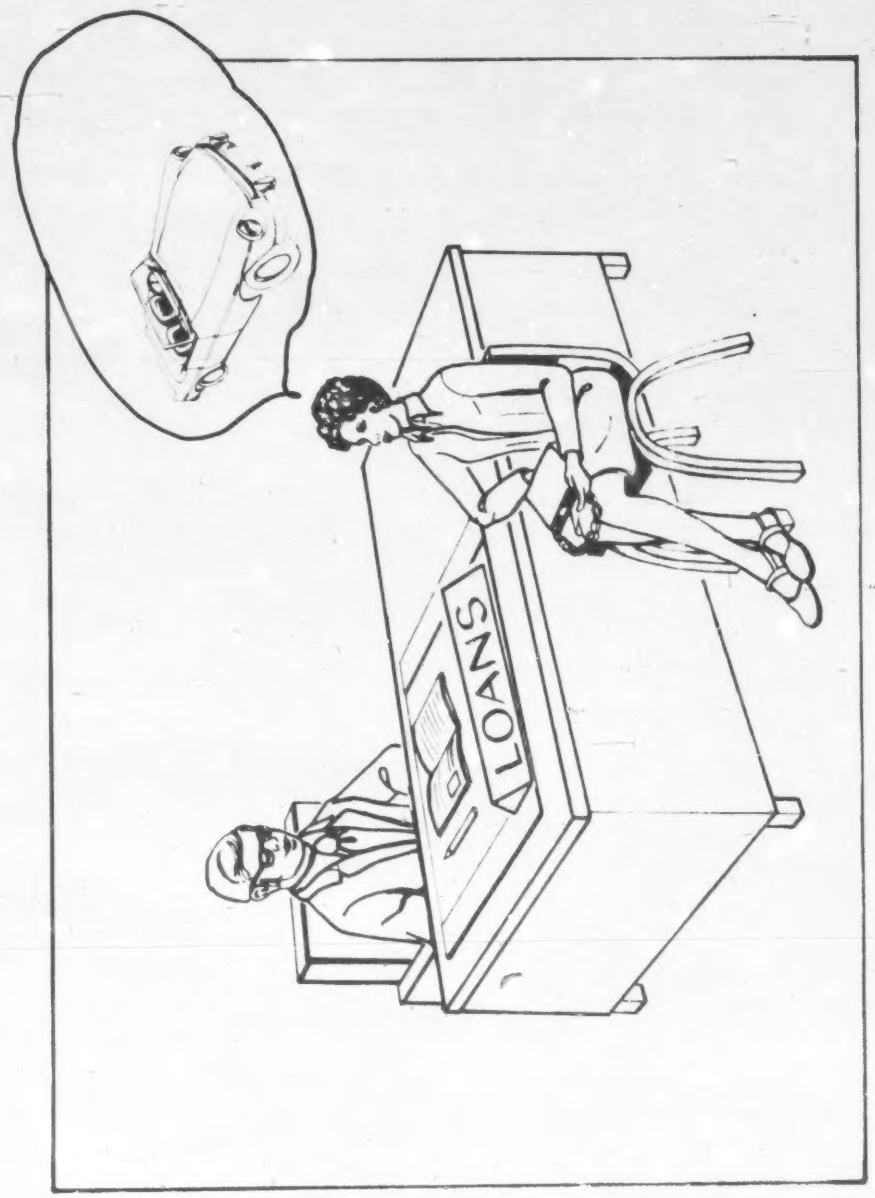
BAD ATTITUDES ABOUT WORK

BAD WORK HABITS

OWENS, CURR. DEV. CNTR, U.K.-925-21



VENS. CURR DEV CNTR., U K. 925-2'2



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